

CHAPTER 4

ANALYSIS AND DISCUSSION

Consistent with the objectives of the study, the data is discussed in two parts:

- Writing Ability, and
- Learner Autonomy

4.1 WRITING ABILITY

4.1.1 The Analysis of Learners' Writing from Set A to Set D

Because this study took place in a real-life classroom environment, under circumstances common for first year university students and it is important to emphasize/mention the deviations between essay scores. (see *Tables 6,7,8 and 9* for standard deviations of the ratings, and for score reliability.)

Please note that not all learners regularly attended class, which is why not all subjects have completed the full data set of four essays, and were therefore omitted from the group of participants. Average learner class attendance over the duration of the course is given in Appendix 10. Only 16 out of the 23 learners taking the course attended class often enough to be included in the study.

The mean scores/ratings of each set is given beneath each Table. These scores suggest a steady improvement of learners' writing ability over the duration of the course.

4.1.2 Group Tendencies

As learners became more familiar with the strategies they were taught, and their confidence in using them increased, the quality of their writing improved, especially pertaining to the criteria of the writing rubric.

Learners increasingly focused on the clarity of the content of their essays, especially after the peer assessments. Even though neither the focus of the curriculum nor that of the study was specifically to improve language use, learners became more aware of their use of tenses, subject-verb-agreement and word use, and aware of the importance to express themselves more clearly. This inevitably improved their sentence control, while their familiarity with using a mind-map improved the content organization of their essays.

Learners also gradually caught on to the word limit. This was a slow process, since learners were unfamiliar with the idea of being given a time limit in which to complete their essays. They didn't know at first how many words they were able to write in a certain amount of time. Many also had the pre-conceived notion that the more they write the better. This is where many learners lost points even towards the end of the course.

4.1.3. Comparisons of learners’ Writing Scores from Set A to D

Table 5: Mean scores and standard deviation of the ratings

	Set A	Set B	Set C	Set D
Averages Mean Ratings	66.09%	72.66%	75.31%	80.63%
Standard Deviation of the ratings	8.21	5.59	7.47	11.88

Above are the mean rates/scores for the second drafts of all participants. There is a steady incline from one set to another, which suggest steady average improvement of learners’ writing ability as they are trained in meta-cognitive strategies.

The development in learners’ can be attributed to meta-cognitive strategy training. The implications here are that by implementing the strategies learners have learnt into their writing practice, learners have become more savvy and autonomous writers. The second draft and mean essay scores are indicative of the improvement of learners’ writing ability.

Set A Analysis

Table 6: Set A Scores of the second draft and Rater reliability

Number	Grading A	Grading B	Average grade
1	75	60	67.5
2	65	85	75
3	55	60	57.5
4	90	65	77.5
5	√		
6	50	50	50
7	70	80	75
8	60	65	62.5
9			
10	55	60	57.5
11	55	65	60
12	√	√	
13	60	70	65
14			
15	75	55	65
16			√
17	70	70	70
18		√	
19			
20	80	75	77.5
21	75	60	67.5
22	50	65	57.5
23	70	75	72.5

Rater reliability according to Ebel's algorithm (Ebel, 1951)

The reliability for a score based on 4 raters	0.59
Number of essays rated	16
Harmonic mean number of raters per essay rated	2.00
Mean rating	66.09
Standard Deviation of the ratings	8.21

The mean rating and standard deviation is based on the averaged ratings for each person/object rated. Two raters graded each essay, and one pair of raters graded half the group

According to the essay scores in the table below, learners have performed weaker in set A, compared to the following sets.

After their first training session in rubric use and in filling out the writing questionnaire, many learners were still not used to adhering to the requirements/criteria of the rubric. They have received relatively low scores, but most agreed that the peer-editing activity helped them to make improvements on their second drafts, and gave them better insight into the purpose of the rubric. There were also learners who received average scores of above 75%, indicating a high level of proficiency from the starting point. Some of the higher scoring learners have consistently scored above 75% over all four sets, with exceptions in scores awarded by individual graders.

Set B Analysis

Table 7: Set B Scores of the second draft and Rater reliability

Number	Grading A	Grading B	Average grade
1	90	60	75
2	75	85	80
3	65	70	67.5
4	75	75	75
5	√		
6	80	70	75
7	70	80	75
8	75	75	75
9			
10	70	75	72.5
11	70	70	70
12	√	√	
13	70	80	75
14			
15	70	50	60
16			√
17	70	75	72.5
18		√	
19			
20	55	70	62.5
21	65	95	80
22	65	75	70
23	75	80	77.5

Rater reliability according to Ebel's algorithm (Ebel, 1951)

The reliability for a score based on 4 raters	-2.11 (Leaving out Learners 1 and 21, the score is 0.45)
Number of essays rated	16
Harmonic mean number of raters per essay rated	2.00
Mean rating	72.66
Standard Deviation of the ratings	5.59

The mean rating and standard deviation is based on the averaged ratings for each person/object rated. Two raters graded each essay, and one pair of raters graded half the group.

Most learners have shown a 5-10% average improvement from Set A to Set B, although there was some who have received lower scores.

After learners were taught the use of mind-maps and brainstorming topics, there was a significant average improvement by most learners. The learners who have received lower scores were interviewed, and most stated that they found the mind-mapping technique confusing, while some were unfamiliar with it. Some had difficulty trying to transform their mind-maps to essays.

Another factor that could be attributed to the improvement between sets A and B, could be the teacher feedback sessions, where the first drafts were discussed and evaluated with learners on a one-on-one basis, and uncertainties regarding to the rubric were clarified.

By omitting learners 1 and 21 from the calculation, the rater reliability score changes from -2.11 (effectively 0.00) to 0.45, which is considered a “moderate” agreement, rather than “no agreement”. The reason for this significant deviation, is due to the 30% difference between essay scores rewarded to learners 1 and 21, by their two graders (in Set B). In Set A there is a 15% deviation between the scores for both learners. In Set C the deviations are 10% and 25% respectively, and in Set D the difference in scores for learner 1 is 45%, and 0% for learner 21.

The main reasons for a low reliability score in set B, is the occasionally dramatic differences between the scores awarded by two graders, for the same essay, using the same rubric. For example, in Set D (subject 1), grader A gave a score of 70%, while grader B gave a score of 25%.

One conclusion to be drawn from this example is that one of the graders may have misinterpreted the rubric, or that one grader may have been a more lenient grader than the other.

One may also consider that because on face value, the author of the essay has put a lot of effort into her work, and that the one grader may have been more charitable in order to motivate the author and perhaps praise her efforts.

On closer inspection though, the main difference between the scores of the two graders is related to their interpretation of one of the main criteria of the rubric, namely 'clarity of content', which co-incidentally accounts for 40% of the total score. While one grader gave a relatively high score in this section, the other grader awarded the lowest score possible.

To better understand this difference, both graders were interviewed. Their feedback indicated that the main differences in their approaches are cultural, and concerned with their individual ideas of an 'average' grade for essays.

While the writing rubric makes no mention of averages or grade expectations, one grader thought that 70% was a fair score, considering it a 'B' grade and maybe just below average. This grader also had greater insight into the actual *meaning* of the essay (a clearer understanding of the content) because she was familiar with the topic and with the Japanese terminology used in the essay. To her the essay made more sense, thus the higher grade.

The second grader on the other hand, kept a closer eye on the rubric and followed the criteria strictly, with no pre-conceived ideas of averages. The content of the essay was also completely alien to the second grader, and not part of his cultural schema at all. He felt it was vague and too abstract, and in line with the criteria of the rubric, penalized the author on 'length / number of words', which accounts for 20% of the grade.

For the sake of interest, two additional graders were asked to grade the same essay according to the rubric. Their scores were not as extremely different, but one still corresponded more with the first grader, while the other corresponded more with the second grader, who awarded a very low score.

Though an average score for each essay (using only the scores given by the first two graders) is used as data for this study, it is important to take note of the graders' subjectivity. Regardless of their experience or qualifications in the

particular academic field, there are always external factors that may interfere with the objectivity of evaluators.

In the spirit of learner-centered teaching practice, important assignments at both school and university levels, should be subject to external moderation, in order to give learners more reliable, objective and useful feedback.

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Set C Analysis

Table 8: Set C Scores of the second draft and Rater reliability

Number	Grading A	Grading B	Average grade
1	75	65	70
2	80	85	82.5
3	70	70	70
4	70	75	72.5
5	√		
6	65	50	57.5
7	70	95	82.5
8	85	80	82.5
9			
10	70	70	70
11	70	80	75
12	√	√	
13	75	75	75
14			
15	75	75	75
16			√
17	75	80	82.5
18		√	
19			
20	80	75	77.5
21	70	95	82.5
22	60	75	67.5
23	90	85	87.5

Rater reliability according to Ebel's algorithm (Ebel, 1951)

The reliability for a score based on 4 raters	0.60
Number of essays rated	16
Harmonic mean number of raters per essay rated	2.00
Mean rating	75.31
Standard Deviation of the ratings	7.47

The mean rating and standard deviation is based on the averaged ratings for each person/object rated. Two raters graded each essay, and one pair of raters graded half the group. The essay scores from sets B to set C increase steadily

(5-7%) on average, but not as significant as the progress made in the previous set.

This can be attributed to the improvement in the clarity and content organization in learners' writing after being taught *paragraphing*. It was also the first time learners did self-editing, and were forced to look critically at their own writing for the first time. Learners generally found this task daunting, but helpful. Learners also felt a surge of confidence when the writing rubric finally started making sense to them, and they felt that they could use it to improve their writing ability and as a reference for checking the quality of their essays.

Set D Analysis

Table 9: Set D Scores of the second draft and Rater reliability

Number	Grading A	Grading B	Average grade
1	70	25	47.5
2	75	100	87.5
3	75	85	80
4	75	75	75
5	√		
6	65	60	62.5
7	55	90	72.5
8	90	85	87.5
9			
10	85	80	82.5
11	75	80	77.5
12	√	√	
13	80	85	82.5
14			
15	80	75	77.5
16			√
17	90	85	87.5
18		√	
19			
20	90	95	92.5
21	90	90	90
22	85	100	92.5
23	90	90	90

Rater reliability according to Ebel's algorithm (Ebel, 1951)

The reliability for a score based on 4 raters	0.67
Number of essays rated	16
Harmonic mean number of raters per essay rated	2.00
Mean rating	80.63
Standard Deviation of the ratings	11.88

The mean rating and standard deviation is based on the averaged ratings for each person/object rated. Two raters graded each essay, and one pair of raters graded half the group.

In the last set learners have again made steady progress, with noticeable improvement between set A and set D scores.

The improvement can be attributed to the further training of learners in content organization and in using the *five-paragraph* essay-format, which made their essays generally clearer. There was however learners who failed to receive improved grades in Set D. This is mainly because of the perception of learners that they had to write more, due to the developed format. The *five-paragraph* essay-format does also make it easier for learners to write more, which is where some have lost points, because the criteria remained the same through all four sets. Including length.

Table 10: Complete average essay scores and mean ratings

Number	Set A	Set B	Set C	Set D	Average
1	67.5	75	70	47.5	65
2	75	80	82.5	87.5	81
3	57.5	67.5	70	80	69
4	77.5	75	72.5	75	75
5					
6	50	75	57.5	62.5	61
7	75	75	82.5	72.5	76
8	62.5	75	82.5	87.5	77
9					
10	57.5	72.5	70	82.5	71
11	60	70	75	77.5	71
12					
13	65	75	75	82.5	74
14					
15	65	60	75	77.5	69
16					
17	70	72.5	82.5	87.5	78
18					
19					
20	77.5	62.5	77.5	92.5	78
21	67.5	85	82.5	90	81
22	57.5	70	67.5	92.5	72
23	72.5	77.5	87.5	90	82
Mean Rating	66.09	72.66	75.31	80.63	

4.2 LEARNER AUTONOMY

Learner Autonomy is, consistent with Oxford (1990) and for the purposes of this study, understood to be the ability of learners to plan their own learning by using four meta-cognitive strategies, namely *planning*, *monitoring*, *evaluating* and *planning for future improvement*.

The degree of development of learner autonomy has been determined using qualitative research methods. Answers given by subjects are set out under the headings that relate to the successful uses of the meta-cognitive strategies related to the objectives of each individual set (see *Appendix 8*). The degree of learner autonomy attained by learners, depend on their ability to successfully apply the new strategies to their writing practice and give evidence of their awareness and understanding of these strategies. In the analysis of the data, the conclusions refer to the objectives of the study.

4.2.1 What the Subjects have in Common

The learners taking part in this study are all part of an international program, with roughly the same ambitions, goals, common interests and high academic potential.

Most subjects are between the ages of 17 and 19, and share a common educational background in the Thai schooling system. All subjects were educated in Thai government schools.

According to the entry requirements for the B.Sc Software Engineering course, all learners need high grades in mathematics and science at high school level, and a higher level of English proficiency than is required by most other universities in Thailand.

4.2.2 Differences Between Subjects

The main difference that is obvious from observing learners over the duration of the course is motivational. Looking at the average attendance of participants in the study (*see Appendix 9*), compared with the progress learners made, it is obvious that those who attended class more often, also made the most significant progress in improving their writing.

While some would expect the girls in the group to be the most diligent, the boys' average attendance is higher, and from observing learners in a classroom situation, the boys seem to have gained most from the strategies they were taught. They were more creative and bold their essays and presentation topics. Some learners combined topics they were interested in by using their newly acquired mind-mapping skills. One learners' final topic was on "The influence if the Vespa fashion on Punk-rock culture". The learner explored the correlations between the two phenomena/topics, which was a departure from some rather bland topics.

During an interview, this learner said that he realized that by using a rubric, he could not only combine a few topics into one essay, but also found it easier to

organize the content and find correlations between the topics, to make his essay “flow” better.

During this learner’s presentation, he shared with the class the results of the research he has done, such as websites, pictures, video clips, movies and books related to his topic. This may be indicative of the learner’ interest being sparked, and learner autonomy being improved/stimulated because of meta-cognitive strategy training.

Notably also is the difference between subjects in how they handle criticism. After a session with a guest speaker that was rather impatient with the subjects, many never returned to the class over the last two weeks, while the others came back. During a discussion with the class on this topic, it became clear that those who returned to class were motivated to listen to criticism because they want to improve their skills set, while others felt intimidated and wanted to avoid a confrontational situation.

4.2.3 Mutual Benefit From Peer-Editing

During the pilot studies for this research, there were cases where learners were not giving constructive feedback after peer-editing their fellow learners’ essays. After the peer-editing activity during this study, the class discussed and reflected on it, and the main feedback was that it benefited them in the following ways:

- They got to know each other better. Their likes, dislikes, opinions, dreams, goals, interests and creative thoughts were expressed in learners' essays. In some cases, this seemed to build stronger relationships between learners. Some learners have discovered mutual interests and have built friendships over the duration of the course.
- Learners could learn from each other through reading each other's work, exposing learners to different ideas and different levels and ways of using the target language. Learners could get a better idea of their peers' level in the target language, and in some cases had the opportunity to see a good sample essay they could use as a model for future improvement in their own writing. Some learners would ask questions during class discussions, related to their peers' work, which would then be discussed and explained in class, while others recognized their peers' proficiency and formed informal co-operative groups of support.
- Having an authentic 'audience' or readership, created the opportunity for learners to get alternative responses to their writing, rather than only from the teacher. Learners also benefited from feedback that may be perceived as more authentic, coming from their peers. Knowing that other students will read their work also encouraged learners to take more care during the thinking, planning and writing stages. Throughout the course, learners were encouraged to expose themselves to a variety of language input, as well as output. Here "output" refers to the production of the target language. Writing, singing, talking to the teacher, answering questions,

and importantly, talking to peers. The peer-editing activity posed a great opportunity for learners to communicate their ideas and opinions to each other. In the social, informal manner of Thai students, the whole group quickly became involved in discussions and explanations when any one learner did not understand.

4.2.4 General Learner Behaviour when Trained in Meta-cognitive Strategies

In a relatively non-competitive and non-threatening environment, where learners feel comfortable doing an activity, it is useful for the teacher to try to nurture mutual trust, and establish clear guidelines as to how to respond.

Tasks were meant to encourage learners to share their ideas and opinions, while the teacher encourages positive and constructive feedback. This is important in keeping learners motivated. Allowing learners to choose their own topics, with-in the bounds of sensibility, further allowed them to become more autonomous and responsible for their learning. I have found that learners perform better than expected when they were given the freedom to research topics dictated by their own personal interests. At first learners tend to be reluctant to choose or research topics they are particularly interested in, saying that they were not used to being given this freedom at high school. Because of their interest and previous knowledge (schema) of their own topics, learners seem to enjoy tasks more than when topics are chosen for them, and deliver good quality essays.

It is unfortunately necessary to mention that plagiarism can be a problem. In the case where plagiarism was evident, the work of the subject was omitted from the study. The originality of subjects' work can be attributed mainly to the discussion we had as a class at the beginning of the course. Learners understood the benefits of sometimes making mistakes, in order to learn from them and plan for future improvement. This idea took hold with some students, evident in learners' statements such as "my second draft was better because I made fewer mistakes" and "If I could write more drafts, my essay will be perfect", implying that learners do learn from their mistakes. By monitoring and evaluating their own work, learners *notice* their mistakes, and can monitor and evaluate their work so that they can plan for future improvement.

When asked whether their second drafts were better than their first drafts, learners mostly replied that they were. Explaining that they have learnt from mistakes made in the first draft, and tried to improve the "flow", "content organization", clarity, spelling mistakes or lack of coherency in their second drafts.

4.2.5 General Outcomes

Empirical studies usually have outcomes that could be generalized, which in the case of this study are (from the impression given in learners' answers throughout the course) that they were actively involved in their own writing development and learning. Learners indicate a knowledge and awareness of the purposes and benefits of the strategies that they were trained to use.

Learners seemed to be using strategies, with one or two exceptions, and taking responsibility for their own writing development and practice. Learners were involved in choosing their own essay topics, after being organized into brainstorming teams/groups.

Learners have learnt to plan their essays within a given time. They have each learnt more about their own abilities and limitations in planning and completing writing tasks in a certain period of time. Through self-evaluation and peer-evaluation, learners became more aware of their development, and level of proficiency in performing writing tasks. Development in learner autonomy is directly related to and dependent upon learners' successful use of meta-cognitive strategies.

Learners' pre-planning of essays has significantly improved from Set B onwards, after they have been taught how to use mind-maps and writing rubrics. There

was further improvement after learners have learnt paragraphing and started using the five-paragraph essay format.

After acquiring the necessary evaluation and monitoring skills, learners have become more aware of the changes they could make in order to make progress in their own writing. Most learners stated that using a mind-map improves their ability to plan and execute a writing task, especially with reference to content organization, idea development, clarity and combining opposing ideas into a single essay by finding ways to correlate them with each other. Their ability to read, understand and use a writing rubric, has provided an avenue to many learners to better plan the execution of writing tasks, and to monitor their own progress and evaluate their writing independently, accurately and autonomously.

Using past experiences and knowledge of strategies to plan for future improvement, learners have gained confidence and an awareness of their development. The strategies they were taught seem to be making more sense to them toward the latter sets, this is reflected not only in their answers in the questionnaire, but also in the improved average scores and mean ratings

Many learners have discovered that they have individual learning styles and that they were free to use (only) the strategies they felt could help them improve. Some learners found the rubric very helpful, while the opposite was true with others. By demonstrating an awareness of their own individual learning styles,

which are flexible and appropriate in their use of learning strategies, learners have shown increased learner autonomy and self-knowledge.

Most learners understood the purpose and future benefits of understanding and using the writing rubric, and have paid attention to form and meaning, as well as related guidelines mentioned in the writing rubric. While certain criteria, such as word limitations, were hard to adjust to, most learners used all the available strategies in their arsenal to improve the content organization and meaning in their writing, mainly the meta-cognitive strategies that were focused upon during the program.

4.2.6 Group Tendencies

When asked whether learners have used a mind-map in planning their essays more than thirteen of them out of sixteen answered that they did, in each set (see Appendix 7). Some only used a mind-map sometimes, and one or two never did, stating that it “takes too much time”. Generally participants realized the benefits of the technique, while others feel that were not sufficiently motivated to use it, saying that they use it sometimes when they have enough time to think and write, or feel that it is confusing. Most participants that did use mind-maps to plan their essays, made positive observations such as that it “makes it easier to write essays”, “easier to organize ideas”, helps them think, and it helps them to “organize and express” ideas more easily (see Appendix 6). Similarly to the above, most participants used the writing rubric, mostly as a “guideline” for

paying attention to the criteria. Some have mentioned (see *Appendix 7*) that the rubric helps them to improve the quality of their essays, and to improve their drafts.

In the following section we can look closer at learners' responses to the questionnaire, under the headings of the meta-cognitive strategies they refer to (Oxford, 1990). Not all of the data is represented in the tables. This was deliberately done in order to reduce repetition of the same answers. The summary below each table does however draw on the greater body of data.

The degree of learner autonomy learners that learners have attained, is evident in the following tables/diagrams. Their ability to successfully apply the strategies to their writing practice and by giving evidence of their awareness and understanding of these strategies in way of their answers below, it can be observed that learners have developed their strategies, and as a result their learner autonomy.

Planning

Planning (Set A)

How do I organize my essay?	(Plan using a mind-map) I think about the topic and plan by mapping, and draft essay, check it. Then draft it again and make it better.	(Plan using a rubric) I use a rubric.	(Other) Writing on paper. I plan the topic. I just think what to write first or later. I think and plan my essay in my brain, then I draft it on paper. I think what I want to write, then I plan it step by step, and finally check to make sure if it's right. I list what I want to write, in my mind. First, I think about the topic. Then plan what I'll write in the essay and start writing with the intro, and support and development sentences.
Do I use the rubric as a guideline to plan my essay?	(Positive) Yes, I use the rubric as a guideline for sentence control and content organization. Yes, I use it to guide me. Yes, I read it to write a better essay. Yes, I use it to improve the next draft.	(Negative) No, I write after I think what I can write.	(Other)
Do I use a mind-map to organize my ideas?	(Positive) Yes, I use the mind-map to	(Negative) No, I think it	(Other) Sometimes, if I

	organize the order of my ideas. Just a little. Yes, it helps with how I'm going to start and end my essay. Yes I do, because it makes it easier to write essays.	takes too much time, I'll try to use a mind-map later.	have enough time to think and write.
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Planning(Set B)

How do I organize my essay?	(Plan using a mind-map) I just think about what to write first or later. I have to think and create my ideas in Thai first. Then make a sentence in English. I organize my essay by opening the dictionary for vocabulary words to use in my sentences. I use the rubric to my draft, and I use a mind-map for organizing my ideas. I use a mind-map and then write it out on paper. First, I think and plan my essay in my brain, then I draft it on paper. I plan about my topic, and write it in a mind-map. I think about the topic and plan it by mapping. Then I draft an essay, check it, draft it again, then make it better.	(Plan using a rubric) I use the rubric. I just think about what to write first or later. I have to think and create my ideas in Thai first. Then make a sentence in English. I organize my essay by opening the dictionary for vocabulary words to use in my sentences. I use the rubric to my draft, and I use a mind-map for organizing my ideas.	(Other) First, I think about the topic. Then I plan what I'll write in my essay, and start writing with an intro, support and development sentences. I think before I write my essay, and write an essay and watch my sentence structure. I always think what I want to write, then I plan the steps and try to write it, and finally I check it for sure that it's right. I list what I want to write about, in my mind. I think of my story, then write it on paper.
Do I use the rubric as a guideline to plan my essay?	(Positive) Yes Yes I do, the rubric helps me very much. Yes, it tells me what to do, and helps me to write a better essay.	(Negative) No	(Other)

	I do, that's why I know what to write first and later.		
Do I use a mind-map to organize my ideas?	(Positive) Yes I do, but I think my mind-map is a little confusing. I do, I note information in a mind-map, then write sentences again. I do, because it makes it easier to organize my ideas.	(Negative)	(Other)

Planning (Set C)

How do I organize my essay?	(Plan using a mind-map) I use a mind-map. I use the rubric and mind-map to plan my writing. I plan my ideas into a mind-map first, then I write the first draft and edit in the second draft. I use a mind-map and a dictionary. I think before I write, then I write my ideas on a mind-map.	(Plan using a rubric) I use the rubric and mind-map to plan my writing.	(Other) I start with an introduction, telling what my essay would be about with little or no details. Then I start writing my first paragraph, followed by the second and third with different ideas and details in each paragraph. Then I conclude my essay with a conclusion. I use a mind-map and a dictionary. I think about the topic and write it. I write an introduction, paragraphs and a conclusion.
Do I use the rubric as a guideline to plan my essay?	(Positive) Yes I do. Yes, because it will make my essay better. Yes, I think it is important.	(Negative) No, I don't use the rubric as a guideline. For now, I don't.	(Other) I don't use it as a guideline, only to check for mistakes.

	Yes, I use it to check. I use it as a guideline for my writing.		
Do I use a mind-map to organize my ideas?	(Positive) Yes I do. Yes, I always do. Yes, it helps me to split my ideas up into components. Yes, the mind-map is my pre-essay, because I use it to plan my ideas. I use the mind-map to help me think.	(Negative) For this topic, I didn't.	(Other)

Planning(Set D)

How do I organize my essay?	(Plan using a mind-map) I found information on my topic first, then used a mind-map and rubric to help me to write. I planned about the topic by mind-mapping and searching for information (on the Internet). Then I wrote the first draft, edit it and wrote the final draft. I wrote an intro and put more information in each paragraph (using a mind-map). I listed my ideas in a mind-map, then wrote my essay. First I write a mind-map, then I find some more ideas. I write my ideas in the mind-map. Next I write a first draft from my idea in the mind-map. By using a mind-map, and some information from the Internet.	(Plan using a rubric)	(Other)
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Do I use the rubric as a guideline to plan my essay?	(Positive) Yes I use the rubric to control my essay, about words, clear ideas and sentences.	(Negative) No	(Other) Actually not, I use it to re-check my essay.
Do I use a mind-map to organize my ideas?	(Positive) Yes Yes, a mind-map helps very much. I use the mind-map about (to document) my ideas, and when I have new ideas I can add it to the mind-map. I sure do, I can express my ideas as I want (it makes it easier to organize my ideas, so that I can express them more clearly).	(Negative) No	(Other)

Most learners have used mind-maps to organize their essays. Towards the last sets, that number has increased. Indicating that learners became more convinced of the benefits of using mind-maps, namely that they make it easier to organize essays, plus doing so in a shorter time. One learner answered: “I find information on the topic first, then use a mind-map and rubric to write”. Research plays an important role in learners’ autonomy. Being able to search for and find relevant information on topics and issues is invaluable for independent learners. Mind-maps have helped learners refine the way they convey ideas in English, and have illustrated their ability to use and develop them.

Towards the first sets, there were more learners who avoided using the writing rubric to help them organize their essays, and many opted to rather “list what I

want to write in my mind". This left them with disorganized and structurally unsound essays, and towards the end most learners from this camp have converted to mind-mapping.

Most learners claimed to have used the rubric as a guideline to plan their essays, while some said: "I don't use it as a guideline, only to check for mistakes".

According to class observations, most used the rubrics mainly to check their work or do quality control.

About using mind-maps to organize their ideas, most learners said: "Yes I do, because it makes it easier to write essays."

Monitoring

Monitoring (Set A)

Do I feel that my second draft was better than my first? If so, in what ways?	(Positive) It's clearer than the first draft. Yes, Just a little too. Because the second draft fix problems from the first draft. If I had a third draft, I think it would be better than the second. Yes, I write it more carefully, so I feel it's better, especially my spelling. Yes, because I edit any mistakes such as vocabulary, grammar and sentences. Yes, I feel it is a little better. Yes, because it has fewer mistakes. Yes, because my ideas were organized perfectly, not like the first draft. Yes, the second draft is easier to read than the first one. Yes, because the first draft wasn't ended (concluded) clearly. Yes, in every way, such as the kinds of words, I made fewer mistakes in sentences, and used better sentence structure. I do, because I used the rubric. The second drafts was in better order.	(Negative)	(Other)
How can the use of a mind-map help me to improve my writing ability?	(Clarity of Content) A mind-map tell me what I should write about and not confuse what I am	(Language Use)	(Sentence control and content organization)

	thinking. To see the big picture of my writing. It can help me if I don't have an idea. (help to develop my ideas). It can help me to organize what I want to write about each topic, and make the topic less confusing.		It helps me to organize my essay. To see the big picture of my writing. It can help me to organize what I want to write about each topic, and make the topic less confusing. It can help me to organize my content and control sentences. It can be a guideline, and I can follow it when I write. It can help me plan better. It can help me to focus.
What do I think is the best technique that I use in my English writing?	(Mind-mapping) Using the mind-map and the rubric. When I write an essay I should use a mind-map. Use easy and clear words.	(Rubric use) Using the mind-map and the rubric.	(Other) I try to write clear and easy to understand. I think it's the language use. I use some experiences from listening and reading what foreigners say. I do not think in Thai, but in English, and I'm not afraid to make mistakes. I don't have, because I'm a beginner in writing. I write what I think and feel.
How does the use of a mind-map affect my	(Positive)	(Negative)	(Other)

writing?	It helps me with the order of my ideas. It's make me not confuse in the topic. To control the start and end of my writing.	It doesn't.	It doesn't affect my writing, it helps me
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Monitoring (Set B)

Do I feel that my second draft was better than my first? If so, in what ways?	(Positive) Yes, it's more organized. Yes, it has fewer mistakes. Yes, I have fixed the problems with words and sentences. Yes, my second draft is longer than the first one. Yes, I made fewer mistakes in the second draft. I do, the second one is longer, and the content is clearer. Yes, I cut out some of my unnecessary sentences, and corrected some errors. Yes, because I wrote better sentences, and tried to use the right vocabulary. Yes, in every way.	(Negative)	(Other)
How can the use of a mind-map help me to improve my writing ability?	(Clarity of Content) It can help me to control my ideas and lets me know (see) what I want to write. It helps me plan the steps, and I can see the concept of what I want to write. It makes my topic clearer and easier to write.	(Language Use)	(Sentence control and content organization) It can help me to plan my essay, and which part I have to write first. It creates a plan for writing, and

			makes it easy to write an essay. I can organize my essay easier (that makes it easier for me to write, and I write better). It helps me to organize my content. It helps me to plan better. It helps me know what paragraph should be first and how many sub-topics I will write about. Better planning and better organization.
What do I think is the best technique that I use in my English writing?	(Mind-mapping) I think it's writing a mind-map. Using a mind-map and rubric to plan my writing. Now, I think mind-map is the best technique for writing. I use a mind-map.	(Rubric use) Using a mind-map and rubric to plan my writing.	(Other) I use a lot of vocabulary. I always practice. I read more and remember vocabulary. Focusing on language use. I watch and learn. Remember what's good and use it. The best technique that I use is writing a first and second draft. Practicing as much as possible. I don't think in

			Thai, I think in English.
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Monitoring(Set C)

Do I feel that my second draft was better than my first? If so, in what ways?	(Positive) I do feel that my second draft was better than my first draft, when I could see that the sentences would flow better than in the first draft, but I wasn't able to stay within the word limit. Yes, in my second draft I fixed some problems about words. The second draft was better than the first, because I knew the mistakes in the first draft. Yes I do, because in the first draft I could see my faults, and edit it in the second draft. Yes, the topics are not confusing as in the first draft. Yes, I had new ideas at the end of the first draft. Yes, I organize my ideas in my first draft, and organize my content in my second draft. Yes, in the first draft I made more mistakes than in my second draft. Yes, I knew the errors in my first draft, and could improve it in the second draft. Sure, because my first draft wasn't finished, and so confusing. Yes, it was better in length of words. I do, I corrected mistakes and re-organized.	(Negative)	(Other)
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	Yes, because the second draft is so clean and easy to read. Yes, because I wrote more words and more ideas. Yes, there were fewer mistakes in my second draft.		
How can the use of a mind-map help me to improve my writing ability?	(Clarity of Content) It helps as a guideline for my writing. I plan everything that I want to write into my mind-map. It can help me to develop my essay. I use it to organize my thoughts about topics and details. It helps me to have a plan in writing. It lets me know what I'm writing about, and to control my ideas. It helps me know how to write and to write faster. It helps me to plan the order of my ideas in my essay.	(Language Use)	(Sentence control and content organization) The mind-map helped me to improve my writing ability by allowing me to write easily, without stopping to think what to write next. I don't forget what I want to write, and I know the steps of my writing. I use it to organize my thoughts about topics and details. It helps me to organize my ideas. It makes it easier to write an essay, because the mind-map states many topics.
What do I think is the best technique that I use in my English writing?	(Mind-mapping) I use a mind-map. Using a mind-map and rubric to guide my writing. I think if you want to be good at writing, you have to practice. Organizing ideas before	(Rubric use) Using a mind-map and rubric to guide my writing.	(Other) I have a big vocabulary. Thinking of all the stories in my mind, and writing it down on paper. Concentration.

	writing. It helps you to write faster.		Do not think in Thai, you should think in English. Doing more to get more.
How does the use of a mind-map affect my writing?	My essays become more clean, no need to erase a lot. It helps me write better. It gives me a guideline, it helps me plan my essays. It helps me organize my ideas. It gives me control over my ideas. It helps me plan my essay. It makes the content of my essays less confusing. It improves my writing skills. It makes it easier for me to write. It helps me organize my essay in advance, and improve the order in my writing.		

Monitoring (Set D)

Do I feel that my second draft was better than my first? If so, in what ways?	(Positive) Yes, because it's more organized, clear, and has more purpose with relevant and logical support. Yes, I was focusing on sentence control to make my ideas clearer. Yes, because when I had new ideas, I wrote it in the second draft. Yes, it's longer and easier to read.	(Negative)	(Other)
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How can the use of a mind-map help me to improve my writing ability?	(Clarity of Content) It helps me plan which parts to write first and last. It helps me focus on the topic. For planning my essay. To help me develop topics and sub-topics for my essay. It helps me think about new ideas, which I can use in my essay. It helps me organize my ideas and control it.	(Language Use)	(Sentence control and content organization)
What do I think is the best technique that I use in my English writing?	(Mind-mapping) Using a mind-map. I pay attention to language use. Writing a mind-map and writing my ideas clearly.	(Rubric use)	(Other) I use the vocabulary that I know, and what I learn from listening to English TV programs. Using good language. To give interesting information (to the reader).
How does the use of a mind-map affect my writing?	It helps me to control my thoughts, and not mix the topics. It helps me control what I write about. My writing is more organized. I am better planned and know the first step of writing (how to start).		

Most learners felt that their second drafts were better than their first drafts, evident in answers such as:

- The second drafts are “more organized, clear, and has more purpose with relevant and logical support.”
- In the second drafts “I was focusing on sentence control to make my ideas clearer.”
- The second drafts are better “because when I had new ideas, I wrote it in the second draft.”

It was clear to the class that they could dramatically improve the quality of their essays, by writing a second or third draft/revision of the first. Over a period of time this became part of learners' writing routine, and they improved their time management in order to have enough time to finish their drafts.

As to how mind-mapping helps improve learners' writing ability, the consensus is well expressed as: “It helps me to control my thoughts, and not mix the topics.” (Clarity of Content) and “It can help me to plan my essay, and which part I have to write first.” (Sentence control and content organization).

Additionally mind-maps were considered the best technique to use in English writing, followed in popularity by rubrics, while others thought that the best technique to use is writing a first and second draft. Most importantly, it is evident from learners' answers that they have gained the ability to successfully apply the strategies to their writing practice and could provide evidence of their awareness and understanding of these strategies, which in turn fosters learner autonomy.

Evaluation

Evaluation (Set A)

	(Positive)	(Negative)	(Other)
Do I feel that my second draft was better than my first? If so, in what ways?	It's clearer than the first draft. Yes, Just a little too. Because the second draft fix problems from the first draft. If I had a third draft, I think it would be better than the second. Yes, I write it more carefully, so I feel it's better, especially my spelling. Yes, because I edit any mistakes such as vocabulary, grammar and sentences. Yes, I feel it is a little better. Yes, because it has fewer mistakes. Yes, because my ideas were organized perfectly, not like the first draft. Yes, the second draft is easier to read than the		

	first one. Yes, because the first draft wasn't ended (concluded) clearly. Yes, in every way, such as the kinds of words, I made fewer mistakes in sentences, and used better sentence structure. I do, because I used the rubric. The second drafts were in better order.		
What do I think is the best technique that I use in my English writing?	(Mind-map) Using the mind-map and the rubric. When I write an essay I should use a mind-map. Use easy and clear words.	(Rubric) Using the mind-map and the rubric.	(Other) I try to write clear and easy to understand. My language use. I just write what I think, that's the best for me. I think it's the language use. I use some experiences from listening and reading what foreigners say. I do not think in Thai, but in English, and I'm not afraid to make mistakes. I don't have, because I'm a beginner in writing. I write what I think and feel.
What do I think still needs to be improved in my essay?	(Clarity of Content) I think my sentence and grammar are not good. There's still some confusing content. I need to make it more native-like.	(Language Use) My vocabulary. My grammar. It can help me (to improve) the structure of my writing.	(Sentence control and content organization) I need more practice. Grammar and organization.

		Sentence structure and use of correct words. My language use. Grammar and organization.	
How does the use of a rubric affect my writing?	(Positive) It allows me to be more organized. It can guide me how to write a good essay. I can write much better (if I use it). It guides me. It makes it easier to write the right way. I am clearer about what I have to do to write a good essay (so I write better). It makes me more careful on structure. I have fewer mistakes in my writing.	(Negative)	(Other)
What do I feel are the good qualities of my essay?	(Clarity of Content) I can write my ideas clearly. My ideas are clear and I wrote it well in sentence and structure. Importantly, it doesn't have any mistakes in word use. I feel it's not a good essay yet.	(Language Use) My language use. My ideas are clear and I wrote it well in sentence and structure. Importantly, it doesn't have any mistakes in word use. I feel it's not a good essay yet.	(Sentence control and content organization) That it is separate in a topic, introduction, body and conclusion. Ideas are clear, not confusing.

Evaluation (Set B)

Do I feel that my second draft was better than my first? If so, in what ways?	(Positive) Yes, it's more organized. Yes, it has fewer mistakes. Yes, I have fixed the problems with words and sentences. Yes, my second draft is longer than the first one. Yes, I made fewer mistakes in the second draft. I do, the second one is longer, and the content is clearer. Yes, I cut out some of my unnecessary sentences, and corrected some errors. Yes, because I wrote better sentences, and tried to use the right vocabulary.	(Negative)	(Other)
What do I think is the best technique that I use in my English writing?	(Mind-map) I think it's writing a mind-map. Using a mind-map and rubric to plan my writing. I always practice. Now, I think mind-map is the best technique for writing. I use a mind-map.	(Rubric) Using a mind-map and rubric to plan my writing.	(Other) I use a lot of vocabulary. I read more and remember vocabulary. Focusing on language use. I watch and learn. Remember what's good and use it. I write by myself. The best technique that I use is writing a first and second draft.
What do I think still needs to be improved in my essay?	(Clarity of Content) Word use and grammar.	(Language Use) Language use and sentence	(Sentence control and content organization)

	The content is not enough yet. I need more information about the topic.	control. Sentence control and grammar. I need to develop my vocabulary and sentences. I need to make fewer errors.	Language use and sentence control. Sentence control and grammar.
How does the use of a rubric affect my writing?	(Positive) It can let me know if my sentences are correct or not. I will know what points to make better. It guides (the quality of) my essay. It shows me how to write to get more points.	(Negative)	(Other)
What do I feel are the good qualities of my essay?	(Clarity of Content) It's short and easy to read. I think it's my ideas. It's easy to read and to understand. The sentences are fluent. It's short and easy to read. It's easy to understand.	(Language Use) The new techniques I use. Writing correct words.	(Sentence control and content organization) I can write it as I planned.

Evaluation (Set C)

	(Positive)	(Negative)	(Other)
Do I feel that my second draft was better than my first? If so, in what ways?	I do feel that my second draft was better than my first draft, when I could see that the sentences would flow better than in the first draft, but I wasn't able to stay within the word limit. Yes, in my second draft I fixed some problems about words. The second draft was better than the first, because I knew the mistakes in the first draft. Yes I do, because in the first draft I could see my faults, and edit it in the second draft. Yes, the topics are not confusing as in the first draft. Yes, I had new ideas at the end of the first draft. Yes, I organize my ideas in my first draft, and organize my content in my second draft. Yes, in the first draft I made more mistakes than in my second draft. Yes, I knew the errors in my first draft, and could improve it in the second draft. Sure, because my first draft wasn't finished, and so confusing. Yes, it was better in length of words. I do, I corrected mistakes and re-organized. Yes, because the second draft is so clean and easy to read. Yes, because I wrote more words and more ideas. Yes, in every way.		

	Yes, there were fewer mistakes in my second draft.		
What do I think is the best technique that I use in my English writing?	(Mind-mapping) I use a mind-map. Using a mind-map and rubric to guide my writing. Organizing ideas before writing. It helps you to write faster.	(Rubric use)	(Other) Thinking of all the stories in my mind, and writing it down on paper. Concentration. I think if you want to be good at writing, you have to practice. Do not think in Thai, you should think in English.
What do I think still needs to be improved in my essay?	(Clarity of Content) The development of my ideas.	(Language Use) I have to use the correct words and improve my grammar. Usage of words. Grammar. Vocabulary.	(Sentence control and content organization) Word use and sentence structure. I need better sentence control. I need to write faster.
How does the use of a rubric affect my writing?	It affects my writing by allowing me to see what could be improved from my first draft in order to get a better score in my second draft. It helps me to identify problems of my essay. It helps me to rate my own writing, if I use it often, my English will improve. It helps me to know the right way to write. It helps me know how to get points.		

	It tells me that my essay isn't good enough. It shows me a way to write. It gives me structure in my writing. It helps me to check the quality of my paragraphs.		
What do I feel are the good qualities of my essay?	(Clarity of Content) The sentence-flow. I think my ideas have good qualities. My essay is simple and easy to understand. My essay is better than another (can convey ideas better than before) My ideas are clear. It is clean and clear, and has good support sentences.	(Language Use) My language use It is clean and clear, and has good support sentences.	(Sentence control and content organization)

Evaluation (Set D)

Do I feel that my second draft was better than my first? If so, in what ways?	(Positive) Yes, because it's more organized, clear, and has more purpose with relevant and logical support. Yes, I was focusing on sentence control to make my ideas clearer. Yes, because when I had new ideas, I wrote it in the second draft. Yes, it's longer and easier to read.	(Negative)	(Other)
What do I think is the best technique that I use in my English writing?	(Mind-mapping) Using a mind-map.	(Rubric use)	(Other) I use the vocabulary that I know, and what I learn

	Writing a mind-map and writing my ideas clearly.		from listening to English TV programs. Using good language. To give interesting information (to the reader). I pay attention to language use.
What do I think still needs to be improved in my essay?	(Clarity of Content) Using the right words and making it easier to read.	(Language Use) My grammar. Grammar and sentence control.	(Sentence control and content organization) My conclusion. The sentence control.
How does the use of a rubric affect my writing?	(Positive) It helps me in writing a better paragraph. It gives me word limits, and shows me what (where) I need to improve. It guides my writing. It tells me how to write a better essay.	(Negative)	(Other)
What do I feel are the good qualities of my essay?	(Clarity of Content) I like that it's clean and clear. Interesting information and topic. Being able to show what I'm interested in. I like the last paragraph. My ideas. It may be easy to read.	(Language Use)	(Sentence control and content organization)

A focus on continuous improvement through evaluation and review, provides feedback from the students on the effectiveness of teaching and learning. Evaluations need to provide an indication of learning outcomes, as well as information on student perceptions of the learning activities and the learning processes used by learners. It is important to know whether the students actually use the intended meta-cognitive strategies. This information may come from a range of sources such as questionnaires, interviews or observations. Evaluation data is used to suggest ways that language courses can be improved, to achieve more effective learning outcomes (HERDSA, 1992; Ramsden, 1992), or to inform the training of strategies.

Planning for Future Improvement

Planning for Future Improvement (Set A)

Do I use the rubric as a guideline to plan my essay?	(Positive Response) Yes, I use the rubric as a guideline for sentence control and content organization. Yes, I use it to guide me. Yes, I read it to write a better essay. Yes, I use it to improve the next draft.	(Negative Response) No, I write after I think what I can write.	(Other)
How can the use of a mind-map help me to improve my writing ability?	(Organization) It helps me to organize my essay. A mind-map tell me what I should write about and not confuse what I am thinking. To see the big picture of my writing. It can help me to organize what I want to write about each topic, and make the topic less confusing. It can help me to organize my content and control sentences.	(Planning and Development) A mind-map tell me what I should write about and not confuse what I am thinking. It can help me if I don't have an idea. (help to develop my ideas). It can be a guideline, and I can follow it when I write. It can help me plan better.	(Other) It can help me to focus.
How does the use of a rubric affect my writing?	(Improvement) It allows me to be more organized. It can guide me how to write a good essay. I can write much better (if I use it). It guides me. It makes it easier to write the right way. I am clearer about what I have to do to write a good essay (so I write better).	(No Improvement)	(Other)

	It makes me more careful on structure. I have fewer mistakes in my writing.		
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Additional thoughts	A rubric helps me to write my essay in the correct way. Practice makes perfect, the more drafts I will write, the better it will be. Writing is important, so I must write more and more. I need to write more. I need more experience. I have to practice as much as possible. If I have a short time to write, I can't think and write. So I have to improve and practice writing in a short time. I have no experience 'till I came here.
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Planning for Future Improvement (Set B)

Do I use the rubric as a guideline to plan my essay?	(Positive Response) Yes Yes I do, the rubric helps me very much. Yes, it tells me what to do, and helps me to write a better essay. I do, that's why I know what to write first and later.	(Negative Response) No	(Other)
How can the use of a mind-map help me to improve my writing ability?	(Organization) I can organize my essay easier (that makes it easier for me to write, and I write better). It helps me to organize my content. It helps me to plan better.	(Planning and Development) It can help me to plan my essay, and which part I have to write first. It creates a plan for writing, and makes it easy to write an essay.	(Other)

	It helps me know what paragraph should be first and how many sub-topics I will write about. Better planning and better organization. It makes my topic clearer and easier to write.	It can help me to control my ideas and lets me know (see) what I want to write. It helps me plan the steps, and I can see the concept of what I want to write.	
How does the use of a rubric affect my writing?	(Improvement) It can let me know if my sentences are correct or not. I will know what points to make better. It guides (the quality of) my essay. It shows me how to write to get more points.	(No Improvement)	(Other)

Planning for Future Improvement (Set C)

Do I use the rubric as a guideline to plan my essay?	(Positive Response) Yes I do. Yes, because it will make my essay better. Yes, I think it is important. Yes, I use it to check. I use it as a guideline for my writing.	(Negative Response) No, I don't use the rubric as a guideline. For now, I don't. I don't use it as a guideline, only to check for mistakes.	(Other)
How can the use of a mind-map help me to improve my writing ability?	(Organization) The mind-map helped me to improve my writing ability by allowing me to write easily, without stopping to think what to write next. I use it to organize my thoughts about topics and details. It helps me to think about every step.	(Planning and Development) I don't forget what I want to write, and I know the steps of my writing. It helps as a guideline for my writing. I plan everything that I want to	(Other)

	It helps me to organize my ideas.	write into my mind-map. It can help me to develop my essay. It helps me to have a plan in writing. It makes it easier to write an essay, because the mind-map states many topics. I can see what I'll write next. It helps me know how to write and to write faster. It helps me to plan the order of my ideas in my essay.	
How does the use of a rubric affect my writing?	<i>(Improvement)</i> It affects my writing by allowing me to see what could be improved from my first draft in order to get a better score in my second draft. It helps me to identify problems of my essay. It helps me to rate my own writing, if I use it often, my English will improve. It helps me to know the right way to write. It helps me know how to get points. It tells me that my essay isn't good enough. It shows me a way to write. It gives me structure in my writing. It helps me to check the	<i>(No Improvement)</i>	<i>(Other)</i>

	quality of my paragraphs.		
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Additional Thoughts	I have fewer mistakes than before, and my content is easier to understand. I can write better. Practice makes perfect. I can write longer. You have to practice every day. When I write, my essay is better than in the past. Think fast and write it in time! My short paragraphs became longer paragraphs.
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Planning for Future Improvement (Set D)

Do I use the rubric as a guideline to plan my essay?	(Positive Response) I use the rubric to control my essay, about words, clear ideas and sentences.	(Negative Response) Actually not, I use it to re-check my essay.	(Other)
How can the use of a mind-map help me to improve my writing ability?	(Organization) It helps me focus on the topic. It helps me organize my ideas and control it.	(Planning and Development) It helps me plan which parts to write first and last. For planning my essay. To help me develop topics and sub-topics for my essay. It helps me think about new ideas, which I can use in my essay.	(Other)
How does the use of a rubric affect my writing?	(Improvement) It helps me in writing a better paragraph.	(No Improvement)	(Other)

	It gives me word limits, and shows me what (where) I need to improve. It guides my writing. It tells me how to write a better essay.		
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Most learners, especially towards the latter sets, claim to have started using the writing rubric as a guideline to plan their essays. It can be concluded that when learners became more aware of the usefulness of the rubric, they started paying attention to it, and started incorporating it into their writing skills set. Learners said about rubrics that:

- “It helps me in writing a better paragraph.”
- “It gives me word limits, and shows me what (where) I need to improve.”
- “It guides my writing.”
- “It tells me how to write a better essay.”

Learners felt that the use of rubrics and mind-maps can help them to better organize, plan and develop their writing ability. Most also felt that the use of a rubric improved their writing.

It is clear from learners' statements that they have used and very carefully reflected on their use of the strategies they received training for. The fact that they could successfully do so, is indicative of their development as autonomous learners.

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